



Introduction: 21st Century Principal Professional Learning Framework

DoDEA introduces professional learning opportunities for the 21st Century Principal. The Professional Learning Framework (PLF) for principals provides a continuous, customizable professional learning cycle that evolves to support and meet the needs of our leaders over the next ten years.



Learner Outcomes

The cycle begins in the center and focuses on the outcomes for the learner. The learner outcomes connect to the 21st century skills that are to be learned and demonstrated. 21st century skills and the content standards work together. The 21st century skills are taught through the standards. Whether educators use the DoDEA Standards or the Common Core State Standards, content and skills together create the 21st century learner outcomes.

Reflection & Evaluation

The Self-Assessment and Reflection Continuum is aligned to the roles and competencies. This alignment provides principals a means to assess where they are currently in relation to the four 21st Century Principal Leadership Roles. The Self-Assessment and Reflection Continuum will guide a principal’s decision-making on professional learning to gain strength in a specific role, and to begin to use the Self-Assessment and Reflection Continuum as a means to plan long-term professional learning and growth as a leader.

Leadership Roles

The roles and competencies, including the behavioral indicators, provide school leaders with clear guidance and expectations of the shift from the typical school leadership role.



The roles, along with the definition of the 21st Century School Leader, delineate the following:

- Visionary Leadership,
- Instructional Leadership,
- Organizational Leadership, and
- Collaborative Leadership.

The knowledge and skills across the roles promotes building the capacity not just of school leaders, but for others within the school and outside of the school.

Professional Learning

Professional Learning provides principals learning opportunities that align to the roles and competencies and the Self-Assessment and Reflection Continuum. The learning event descriptions will provide principals a choice in learning based on their Self-Assessment. Following the selection of the professional learning event, based on the Self-Assessment, principals may elect to learn and share their learning in small groups, large groups, or in network groups. In addition, professional learning will include a variety of delivery options such as online, blended, and face-to-face.

School Application

After leaders have participated in a professional learning opportunity of choice, they will apply the new skills through the expectations in the roles and competencies. A school action plan of the implementation factors will lead the principal to continued reflection on the roles and competencies needed to build and sustain school growth. Principals will support the growth of the Professional Learning Framework for teachers and the Strands and Strategies for school-wide growth.

Conclusion

The Professional Learning Framework provides school leaders, and their schools, a continuous learning cycle that supports teaching, learning and leading and results in student growth. The cycle concludes with a reflection on the learning and its evidence of success. A new learning cycle grows from the data to place the learner(s) on a continuous learning path. The continuous learning cycle's intent is to deepen knowledge and broaden its application to multiple aspects of life and work for all learners.